



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2

COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

Nov 3, 2018

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization INSPIRE TEXAS EPP by Region 4 ESC CDN 101950 Vendor ID 74-1589572 ESC 4 DUNS 020805821

Address 7145 West Tidwell Road City Houston ZIP 77092 Phone 713-462-7708

Primary Contact Rene Ruiz Ed.D Email rruiz@esc4.net Phone 713-744-6867

Secondary Contact Robby McGowen Ph.D. Email rmcgowen@esc4.net Phone 713-744-6588

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances
- ☒ Application-specific Provisions and Assurances

- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ ESSA Provisions and Assurances requirements

Authorized Official Name Pam Wells, Ed.D.

Title Executive Director

Email pam.wells@esc4.net

Phone 713-744-6534

Signature

Date 11/05/2018

Grant Writer Name Hayden McWhorter

Signature

Date 11/02/2018

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Districts face yearly challenges to fill vacant teaching positions in bilingual, CTE, SPED, and secondary math and science.	Specific recruitment and training will take place to recruit qualified (i.e. degreed or CTE industrial experience) instructional aides, district substitutes, and/or community members who have experience or dedicated interest in working with special populations, career and technical education, or math and science.
Small, rural, urban, and diverse population school districts have difficulty recruiting teachers to their communities.	Recruitment will focus on members of the larger school community. Some candidates may already be employed in support positions within the district. Potential teaching candidates who reside in the community are more likely to understand the student population, norms, and community expectations.
Small, rural, urban, and diverse population school districts may experience a higher turnover rate in new teachers than higher SES and higher paying suburban school districts.	Teacher candidates recruited and admitted to the program will be supported during the internship through high-quality training and field supervision. Better prepared teachers will have the necessary skills and knowledge to persist in the profession beyond the initial first 1-3 years.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The goal of this partnership is to assist fifteen (15) regional small, rural, urban, and diverse population school districts with recruiting and retaining at least one (1) teacher candidate each (no more than 22 candidates in total*) from degreed or CTE industrial experience qualified paraprofessionals, instructional aides, long-term substitute teachers, and/or community members in the areas of bilingual, special education, career and technical education, and/or secondary math and science for a one-year clinical experience.

* Priority will be given to the smallest districts first to recruit more than one (1) candidate.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

At the end of the first-quarter of the grant, INSPIRE TEXAS | Educator Certification by Region 4 will have established partnerships with the participating districts and held meetings to provide details on potential candidates, recruitment, budget, mentors, field supervisors and timelines for future benchmarks. During these initial meetings, program outlines, benchmarks, Region 4 ESC and district levels of support will be reviewed and ratified. Additionally, information meetings will be held in each district to invite interested participants to apply. Potential candidates in the partner districts will have been identified and applications will be vetted. At least one (1) candidate from each partner LEA will be selected for participation in the grant stipend. Admission requirements will be based on highest district needs, degree confirmed, and GPA. Candidates who are accepted into the program will be notified and then an orientation will be held in person or virtually.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

During the 2019 summer, candidates will engage in intensive pre-service training (IPS) coursework before beginning the 28 clinical teaching experience. The EPP coursework will include 22 weeks total of online coursework designed to prepare the candidates for entry into the classroom. This training includes English language arts and reading for elementary and secondary, content review, curriculum and instruction, foundations of English as a second language, bilingual education, or special education, and foundations of teaching. Candidates will also participate in a new teacher academy that emphasizes the management trajectory. The new teacher academy will consist of an intensive day of Teach like a Champion-based scenarios and learning experiences. Candidates will practice the skills and complete the academy to be better prepared to be successful in the classroom from the first day. Review sessions will be provided for content and PPR exams or edTPA preparation as an early adopter. Candidates will register and take their individual content exam.

Third-Quarter Benchmark

Candidates will successfully complete all EPP coursework and finish clinical assignments in their respective districts. Clinical candidates will have observed and taught in classrooms for a total of 980 hours in the process. Candidates will also be required to record and submit videos of lessons conducted in the classroom. Candidates must score proficient on the appropriate rubric to gain mastery. In addition, candidates in the classroom will complete a total of 6 micro-learning credentials related to essential skills for classroom-ready teacher. These credentials are inspired by Teach like a Champion and require the candidates to submit performance assessments to demonstrate their skill in areas of rigor and management. Products are scored based on a rubric by trained and calibrated instructors. Each credential earned testifies to their developing expertise in specific, concrete, and actionable skills. Successful completion of the intensive and rigorous 28 weeks clinical teaching experience will conclude the candidates' preparation. Candidates will take their PPR or edTPA.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

At the end of each benchmark, analysis of the progress toward the SMART goal will be conducted. For areas needing improvement to match the goal of placing teachers in the classroom of local school districts and charter schools through readily available degreed substitutes, para-professionals, and instructional aides in high need areas, the INSPIRE TEXAS team of professionals will meet with the LEAs to address the deficiency in the following ways:

- 1) For the first benchmark, the expectation is that individuals will be identified and enlisted to the program. In the event qualified individuals cannot be recruited to teach under the grant, INSPIRE TEXAS will seek to market the districts and grant opportunity to individuals within the INSPIRE TEXAS pipeline. Teacher candidates who have already applied to the teacher preparation program and have been accepted may be willing to commit to the grant and the accompanying district for the life of the grant. These candidates could be willing to conduct an internship with the district(s) or complete a clinical teaching experience with the assistance of the grant. Efforts will be made in the selection to mirror the diversity of the student populations in the partner LEAs. Priority will be given to qualified applicants who are representative of the student population they will serve.
- 2) For the second-quarter benchmark, continual monitoring will take place throughout each course. For any candidate struggling to complete assignments successfully, a success mentor will be assigned. The success mentor will ensure that the candidate is adequately supported in mastering the material, completing assignments and preparing for the TExES or edTPA. Candidates scoring below proficient on any assignment or course will be required to visit with their success mentor to revise and resubmit the assignment to the instructor. The added mentor will help to provide a system of support to any candidate not meeting mastery on the coursework and/or TExES exam practice.
- 3) For the third-quarter benchmark, for any candidate not completing coursework or micro-credential with proficiency or the 28 week clinical, an extension will be granted for one additional month. Candidates would be required to resubmit coursework or obtain hours toward the clinical teaching experience during summer school. Any candidate who has not passed the PPR or edTPA will be provided with additional tutoring and practice on the assessment.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☐ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☐ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☐ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☐ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☐ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☐ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☐ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☐ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☐ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☐ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☒ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☒ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☒ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☒ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY THREE: Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.

INSPIRE TEXAS by Region 4 will collaborate with each LEA to recruit, select and ultimately support grant candidates. The partner LEA's human resource departments will each identify potential candidates currently employed and have shown a commitment to the vision of the district. These individuals will have at a minimum a bachelor's degree or qualifying employment experience (CTE) for consideration under the grant. INSPIRE TEXAS and district personnel will then invite all prospective candidates to an information meeting and review the grant, the program requirements for training, provisions for support, and expected long-term commitment and contribution to the district. Applications will be accepted and interviews conducted with qualified candidates. The interview process will use a rubric to evaluate applicants' experience, background and expertise, responsiveness to diverse student needs, contributions to the community, knowledge of cultural diversity, and continued dedication to the district.

In collaboration with each LEA, INSPIRE TEXAS will also reach out to the larger community to recruit potential candidates. Local civic organizations (e.g. Rotary, Chamber of Commerce, Junior League, etc.) and alumni associations will serve as one possible source for recruitment and information dissemination in the community. These organizations will be reflective of the student population and possibly hold a wealth of potential candidates with backgrounds in math, science, and CTE fields. Additionally, all current district employees will be encouraged to relay grant opportunity information to family members or neighbors who have shown an interest and aptitude for teaching in the past. Each LEA will assist recruitment efforts through publicizing the general public information sessions on their social media and district website. Applications will be encouraged and interviews conducted for interested individuals. The interview process will follow the same protocol as currently employed aides or substitutes.

Applications will be accepted based on meeting the following criteria:

- 1) Bachelor's degree with a minimum 2.75 GPA overall or last 60 hours or
- 2) Certifying Employment Experience for CTE
- 3) Three references from colleagues or supervisors
- 4) Strong evaluation ratings from the LEA or applicable previous work experience evaluations
- 5) Service record if applicant is an employee with the LEA
- 6) Personal statement of commitment to teaching and the students of the LEA

Final Review and Selection: LEA HR and administration will contribute to a panel committee with INSPIRE TEXAS to interview and select final candidates based on the following priority guidelines:

- 1) Overall experience (education or industry) and commitment of the applicant to the district
- 2) The degree to which the applicant is representative of the LEA student population
- 3) The certification areas of highest needs will be given priority in the LEAs as follows: small/rural, medium, and large

The MOU ratified by INSPIRE TEXAS and the partner districts will be used to commit the teacher candidate to remaining in the LEA for the agreed upon length of time as a condition of receiving the grant stipend. The MOU shall state that the candidates will not receive any stipend funds, financial benefits, or EPP waivers if they resign, are terminated, or are reassigned to a non-instructional position in the LEA. Candidates who do not complete the program (except for extenuating circumstances) will be held responsible for reimbursement to the grant fiscal agent for the cost of coursework, stipends paid, textbooks, and program-related expenses covered under the grant.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☐ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	X \$11,000 =	<input type="text"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text"/>	X \$6,000 =	<input type="text"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text"/>	X \$9,000 =	<input type="text"/>
Total Request for Pathway 1			<input type="text"/>

PATHWAY TWO

☐ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text"/>	X \$11,000 =	<input type="text"/>
Request for Pathway 2			<input type="text"/>
Request for Pathway 1			<input type="text"/>
Total Combined Request for Pathways 1 & 2			<input type="text"/>

PATHWAY THREE

☒ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	22	X \$22,000 =	484,000
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			484,000

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Field Supervisors, Instructors, Campus Mentors, Success Mentors	191,000
Test Preparation	23,854

SUPPLIES AND MATERIALS (6300)

Textbooks	32,400

OTHER OPERATING COSTS (6400)

Intensive pre-service training fees	38,700
22 clinical teacher training fees	82,800
Intern Stipends	106,600
Exam Fees	8,646

Total Direct Costs 484,000

Should match amount of Total Request from page 8 of this application

Indirect Costs 15,999**TOTAL AMOUNT REQUESTED** 499,999

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathway 3 Grow Your Own Program Attachment

Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment

Program Participants: Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

22

Type of Program: Applicant must specify the type of EPP funding requested—year-long clinical teaching assignments or intensive preservice training with a clinical component.

Year-long clinical teaching assignments

Question 1: EPP Quality. Applicant must describe the frequency and quality of support that the EPP program provides to teacher candidates.

- € The description must include historical data on the success of the EPP, such as certification exam passing rates, finishing rates, and/or placement rates, broken down by candidate demographics.
- € The description must include EPP program structures, including curriculum, supervision and feedback frequency and structures, and field supervisor to teacher candidate ratio.

Historical data:

Finishers:						
	Program	Asian / Other	African-American	Hispanic	White	Percentage Teachers of Color
2017-2018	461 Teachers	22	72	96	271	41.2 %
2016-2017	487 Teachers	29	63	122	273	43.9 %
2015-2016	452 Teachers	20	49	133	250	44.6 %
Pass Rates (PPR Exams)						
	Program	Asian / Other	African-American	Hispanic	White	
2017-2018	99 %	100 %	93 %	100 %	99 %	
Pass Rates (All exams)*						
	Program	Asian / Other	African-American	Hispanic	White	
2016-2017	97 %	95 %	94 %	96 %	98 %	
2015-2016	98 %	98 %	94 %	97 %	99 %	
*For tests before 2017-2018, ASEP does not distinguish between PPR and Non-PPR exams. These results will include exams for advanced programs						

INSPIRE TEXAS is also recognized by NCTQ (National Council on Teacher Quality) as being in the 99th %tile for both top elementary and secondary programs. The program will be recognized by SBEC in December 2018 for this achievement. Additionally, all coursework is certified as meeting standards by Quality Matters, the international organization dedicated to excellence in online education.

Candidates undergo intensive pre-service training that includes curriculum and instruction, foundations of teaching, English language arts, reading for elementary and secondary levels, and content-specific review. Content may be delivered in a face-to-face format for 14 weeks or online over 22 weeks. Candidates also select an area of specialization that includes bilingual education, special education, or English as a second language. Upon completion of the program, candidates are certified in at least one content area and one area of specialization. Additionally, candidates engage in 10 micro-credential modules during the course of their pre-service that require them to demonstrate mastery in classroom management. Completion of these modules is evidence of competency and are performance-based measures requiring extensive practice, feedback and improvement in the skill. Prior to the beginning of classes, candidates participate in the New Teacher Academy, which is a total of two days intensive training. The academy is designed to help new teachers be prepared for the first days of the school year with essential classroom management and rigorous academic strategies.

During field supervision, candidates are provided with a master educator who oversees their growth in the classroom. Field supervisors (FS) are selected by Region 4 and trained as a field supervisor under the T*TESS observation protocols in a 6-hour in-person session. FS are expected to coach the candidate to success throughout the first year of teaching. FS conduct six (6) observations on candidates lasting at least 45 minutes. A pre and post-conference model is used to ensure that a culture of growth, development, support and coaching is used for every observation. FS select one area of reinforcement and one area for refinement at each observation. The FS is also a continual resource for the candidate in planning, reflecting and problem-solving. FS are trained to help the candidate grow and also help them become self-directed learners for continued development in their teaching proficiency. A FS to candidate ratio is no more than 1:5.

Question 2: EPP and LEA Partnership. Applicant must describe the plan for the partnership between the EPP and LEA(s).

- € The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.
- € All applicants applying for Pathway 3 funds must submit with their application signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates.

Field Supervisors: INSPIRE TEXAS Educator Preparation Program will select, train, and assign field supervisors to all candidates. INSPIRE TEXAS will also monitor observations and feedback that is collected from each field supervisor on the candidates. FS will be paid for the observations under the grant budget.

Site Coordination: Coordination will be led by the LEA and assisted by INSPIRE TEXAS. Site coordination will include hiring, benefits, and placement in a teaching position as appropriate. INSPIRE TEXAS will assist the LEA with intern certificates for the candidates hired as full time teachers.

Data Sharing: Progression of the candidate's coursework and observations and feedback will be shared by INSPIRE TEXAS to the LEA. The principal and FS will communicate about the candidates progress in the class and any area of refinement or concern.

Onboarding and training for supervisors and mentor teachers: Training for mentors will take place through INSPIRE TEXAS. After the LEA has identified veteran teachers who will be assigned to the new candidates as mentors, INSPIRE TEXAS will train them in observation and coaching protocols, high-leverage standards and practices, supervisor coaching competencies, questioning, and relationship building. Mentors will also be trained on goal setting/planning, reflecting, and problem-solving with new teachers through difficult learning experiences. The mentor will serve as a resource for the new teacher and help them plan and design effective lessons and assessments. Principals will be included in an overview of the training, the FS observation and feedback schedule, and the resources provided to candidates through the INSPIRE TEXAS cadre of support teams.

Partner LEA(s)

Applicants must complete the fields below, stating each partner LEA in which candidates will be placed.

Partner LEA (n =student population)	County-District Number
Damon ISD (n=193)	020-910
Hardin ISD (n=1,484)	146-904
Hempstead ISD (n=1,633)	237-902
Sweeney ISD (n=2,037)	020-906
Royal ISD (n=2,365)	237-905
Sealy ISD (n=2,845)	008-902
Needville ISD (n=3,181)	079-906
Cleveland ISD (n=4,728)	146-901
Waller ISD (n=6,874)	237-904
Alvin ISD (n=23,587)	020-901
Goose Creek CISD (n=23,926)	101-911
Lamar CISD (n=30,829)	079-901
Spring ISD (n=36,698)	101-919
Humble ISD (n=41,224)	101-913
Aldine ISD (n=69,768)	101-902

October 4, 2018

Dear Dr. Rene Ruiz, Director

INSPIRE TEXAS | Educator Certification by Region 4

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

Damon ISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Damon ISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Damon ISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Damon ISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Damon ISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Damon ISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Damon ISD student with the excellent teachers they so richly deserve.

We are partnering in this endeavor to do what is right for and deserved by our students and chart a successful path forward that will lead to recruiting and preparing effective teachers in our community.

Sincerely,



Interim Superintendent, Damon ISD

October 4, 2018

Dear Dr. Rene Ruiz, Director

INSPIRE TEXAS | Educator Certification by Region 4

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

Hardin ISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Hardin ISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Hardin ISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Hardin ISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Hardin ISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Hardin ISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Hardin ISD student with the excellent teachers they so richly deserve.

We are partnering in this endeavor to do what is right for and deserved by our students and chart a successful path forward that will lead to recruiting and preparing effective teachers in our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Gerald Nixon", written over a horizontal line.

Gerald Nixon,

Superintendent, Hardin ISD School System

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

Hempstead ISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Hempstead ISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Hempstead ISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Hempstead ISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Hempstead ISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Hempstead ISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained teacher at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Hempstead ISD student with the excellent teachers they so richly deserve.

We are partnering in this endeavor to do what is right for and deserved by our students and chart a successful path forward that will lead to recruiting and preparing effective teachers in our community.

Sincerely,



Consuelo Yamaguchi,
Bilingual Director, Hempstead ISD

October 4, 2018

Dear Dr. Rene Ruiz, Director
INSPIRE TEXAS | Educator Certification by Region 4

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

Sweeny ISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Sweeny ISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Sweeny ISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Sweeny ISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Sweeny ISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Sweeny ISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Sweeny ISD student with the excellent teachers they so richly deserve.

We are partnering in this endeavor to do what is right for and deserved by our students and chart a successful path forward that will lead to recruiting and preparing effective teachers in our community.

Sincerely,



Signature

Superintendent, Sweeny ISD

October 4, 2018

Dear Dr. Rene Ruiz, Director

INSPIRE TEXAS | Educator Certification by Region 4

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

Royal ISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Royal ISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Royal ISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Royal ISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Royal ISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Royal ISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Royal ISD student with the excellent teachers they so richly deserve.

We are partnering in this endeavor to do what is right for and deserved by our students and chart a successful path forward that will lead to recruiting and preparing effective teachers in our community.

Sincerely,

A handwritten signature in dark ink, appearing to read "Debbie Ulrich", written over a horizontal line.

Debbie Ulrich,

Human Resources Director, Royal ISD School System

October 25, 2018

Dear Dr. Rene Ruiz, Director
INSPIRE TEXAS | Educator Certification by Region 4

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

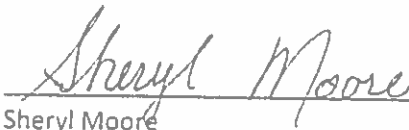
Sealy ISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Sealy ISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Sealy ISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Sealy ISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Sealy ISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Sealy ISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Sealy ISD student with the excellent teachers they so richly deserve.

We are partnering in this endeavor to do what is right for and deserved by our students and chart a successful path forward that will lead to recruiting and preparing effective teachers in our community.

Sincerely,


Sheryl Moore

Superintendent, Sealy ISD

October 4, 2018

Dear Dr. Rene Ruiz, Director
INSPIRE TEXAS | Educator Certification by Region 4

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

Needville ISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Needville ISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Needville ISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Needville ISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Needville ISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Needville ISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Needville ISD student with the excellent teachers they so richly deserve.

We are partnering in this endeavor to do what is right for and deserved by our students and chart a successful path forward that will lead to recruiting and preparing effective teachers in our community.

Sincerely,

A handwritten signature in dark ink, appearing to read "Curtis Rhodes", written over a horizontal line.

Curtis Rhodes,
Superintendent, Needville ISD School System

CLEVELAND INDEPENDENT SCHOOL DISTRICT

DARRELL MYERS, Ed.D.
Superintendent

PENNEE HALL
Deputy Superintendent

MARIA SILVA
Assistant Superintendent, Curriculum and Instruction

KAREN BILLINGSLEY
Chief Financial Officer

October 4, 2018

Dr. Rene Ruiz
Director, INSPIRE TEXAS | Educator Certification by Region 4
Region 4 ESC
7145 West Tidwell Road
Houston, Texas 77092-2096

Dear Dr. Ruiz:

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

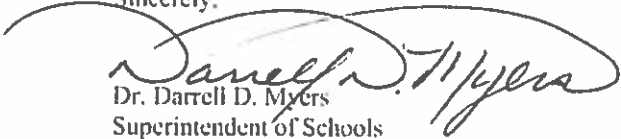
Cleveland ISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Cleveland ISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Cleveland ISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Cleveland ISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Cleveland ISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Cleveland ISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Cleveland ISD student with the excellent teachers they so richly deserve.

We are partnering in this endeavor to do what is right for and deserved by our students and chart a successful path forward that will lead to recruiting and preparing effective teachers in our community.

Sincerely,



Dr. Darrell D. Myers
Superintendent of Schools
Cleveland ISD

October 15, 2018

Dear Dr. Rene Ruiz, Director

INSPIRE TEXAS | Educator Certification by Region 4

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

Waller ISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Waller ISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Waller ISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Waller ISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Waller ISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Waller ISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Waller ISD student with the excellent teachers they so richly deserve.

We are partnering in this endeavor to do what is right for and deserved by our students and chart a successful path forward that will lead to recruiting and preparing effective teachers in our community.

Sincerely,



Mike Brooks

Chief Human Resources Officer

Waller ISD School System

October 25, 2018

Dear Dr. Rene Ruiz, Director

INSPIRE TEXAS | Educator Certification by Region 4

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

Alvin ISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Alvin ISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Alvin ISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Alvin ISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Alvin ISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Alvin ISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Alvin ISD student with the excellent teachers they so richly deserve.

We are partnering in this endeavor to do what is right for and deserved by our students and chart a successful path forward that will lead to recruiting and preparing effective teachers in our community.

Sincerely,



Signature

Carol Nelson, Associate Superintendent, Alvin ISD



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

October 15, 2018

Dear Dr. Rene Ruiz, Director
INSPIRE TEXAS | Educator Certification by Region 4

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

Goose Creek CISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway. Goose Creek CISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Goose Creek CISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Goose Creek CISD INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Goose Creek CISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Goose Creek CISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Goose Creek CISD student with the excellent teachers they so richly deserve.

We are partnering in this endeavor to do what is right for and deserved by our students and chart a successful path forward that will lead to recruiting and preparing effective teachers in our community.

Sincerely,

Randal O'Brien
Goose Creek CISD Superintendent



A PROUD TRADITION A BRIGHT FUTURE

Thomas Randle, Ed.D., Superintendent of Schools

October 18, 2018

Tel: 832.223.0110 / Fax: 832.223.0111 / terandle@lcisd.org / www.lcisd.org
3911 Avenue I / Rosenberg, Texas 77471

Dear Dr. Rene Ruiz, Director
INSPIRE TEXAS | Educator Certification by Region 4

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

Lamar Consolidated Independent School District supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Lamar CISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Lamar CISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Lamar CISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, Lamar CISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained teacher at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Lamar CISD student with the excellent teachers they so richly deserve.

We are partnering in this endeavor to do what is right for and deserved by our students and chart a successful path forward that will lead to recruiting and preparing effective teachers in our community.

Sincerely,

A handwritten signature in cursive script that reads "Thomas Randle".

Thomas Randle, Ed.D.
Superintendent



October 26, 2018

Dear Dr. Rene Ruiz, Director

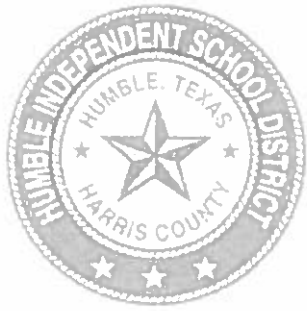
INSPIRE TEXAS | Educator Certification by Region 4

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

Spring ISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Spring ISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Spring ISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Spring ISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Spring ISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Spring ISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change



HUMBLE Independent School District

10203 Birchridge Drive
P.O. Box 2000
Humble, TX 77347

Dr. Elizabeth Fagen
Superintendent

Office (281) 641-8001
FAX (281) 641-1050

October 25, 2018

Dear Dr. Rene Ruiz, Director
INSPIRE TEXAS | Educator Certification by Region 4

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

Humble ISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Humble ISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Humble ISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Humble ISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Humble ISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Humble ISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Humble ISD student with the excellent teachers they so richly deserve.

October 22, 2018

Dr. Rene Ruiz, Director
INSPIRE TEXAS | Educator Certification by Region 4

This letter serves as our intent to partner with the Region 4 Education Service Center's Educator Preparation Program (INSPIRE TEXAS by Region 4) on the TEA's 2019-2021 Grow Your Own Grant Program Cycle 2. The goal of this collaboration is to recruit, support and retain quality-prepared teachers in our school system.

Aldine ISD supports INSPIRE TEXAS by Region 4 application to the Grow-Your-Own Grant Pathway 3. Aldine ISD intends to develop a Memorandum of Understanding (MOU) this calendar year and submit the MOU for Aldine ISD approval. The MOU will define the roles and commitments of each party in crafting a system designed to build a path for qualified teacher aides, substitutes and parents to participate in a rigorous pre-service training and ultimately become a certified teacher. In the short term, this collaboration will feature evidence-based best practices to improve teaching and learning in classrooms across Aldine ISD. INSPIRE TEXAS by Region 4 has already begun substantive efforts to provide our school system with prospective teachers in areas of critical need.

Furthermore, Aldine ISD participates in the Gulf Coast Association for School Personnel Administrators job fair. This recruiting event is cohosted by the Region 4 Education Service Center and managed jointly with human resources administrators in our region and INSPIRE TEXAS by Region 4 Staff. If INSPIRE TEXAS by Region 4 becomes the recipient of a GYO Grant, this funding will enhance their support to our recruitment efforts by additionally recruiting in our organization, making it a leveled-field when competing with other systems. In the long-term, our aim is to provide additional flexibility for qualified professionals to enrich our pool of potential teachers in areas of critical need. In order to do so, the Aldine ISD and INSPIRE TEXAS by Region 4 will collaborate to engage qualified individuals in our community to craft a plan that meets state teacher certification and the needs of our students.

We plan to discuss how to maximize and allocate additional resources into recruiting efforts to make certain that students have a quality-trained at their disposal for their academic success. We plan to explore innovative models that allow us to do so within the confines of the realities of our school system, ensuring our schools have the opportunity to see increased recruitment and retention, in addition to elevated instructional practice and new teacher support. The undersigned agree that urgent change is needed and vow to work together to create such change in the least disruptive way for students. Together, we are committed to equipping every Aldine ISD student with the excellent teachers they so richly deserve.

We are partnering in this endeavor to do what is right for and deserved by our students and to chart a successful path forward that will lead to recruiting and preparing effective teachers in our community.

Sincerely,


Dr. LaTonya Goffney
Superintendent, Aldine ISD